

TIGERVILLE ELEMENTARY

25 School Rd, PO Box 275

Tigerville, SC 29688

GRADES K-5 Elementary School

ENROLLMENT 257 Students

PRINCIPAL Regina M. Urueta 864-895-0120

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

12

Good

66

Average

9

Below Average

1

Unsatisfactory

0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

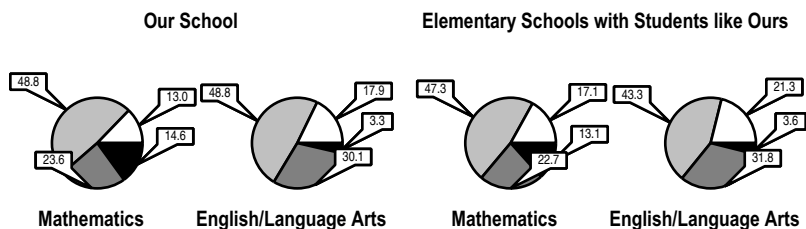
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Below Average	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	19	43	25
Percent satisfied with learning environment	100.0%	88.1%	96.0%
Percent satisfied with social and physical environment	94.7%	90.2%	88.0%
Percent satisfied with home-school relations	94.7%	90.7%	92.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	129	100.0	17.9	48.8	30.1	3.3	33.3	17.6
Gender								
Male	68	100.0	15.9	55.6	25.4	3.2	28.6	17.6
Female	61	100.0	20.0	41.7	35.0	3.3	38.3	17.6
Racial/Ethnic Group								
White	124	100.0	18.6	48.3	29.7	3.4	33.1	17.6
African-American	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	103	100.0	11.1	48.5	36.4	4.0	40.4	17.6
Disabled	26	100.0	45.8	50.0	4.2	N/A	4.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	129	100.0	17.9	48.8	30.1	3.3	33.3	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	129	100.0	17.9	48.8	30.1	3.3	33.3	17.6
Socio-Economic Status								
Subsidized meals	64	100.0	24.6	54.1	21.3	N/A	21.3	17.6
Full-pay meals	65	100.0	11.5	42.6	39.3	6.6	45.9	17.6

Mathematics								
All students	129	100.0	13.0	48.8	23.6	14.6	38.2	15.5
Gender								
Male	68	100.0	11.1	52.4	23.8	12.7	36.5	15.5
Female	61	100.0	15.0	45.0	23.3	16.7	40.0	15.5
Racial/Ethnic Group								
White	124	100.0	13.6	48.3	23.7	14.4	38.1	15.5
African-American	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	103	100.0	8.1	47.5	26.3	18.2	44.4	15.5
Disabled	26	100.0	33.3	54.2	12.5	N/A	12.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	129	100.0	13.0	48.8	23.6	14.6	38.2	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	129	100.0	13.0	48.8	23.6	14.6	38.2	15.5
Socio-Economic Status								
Subsidized meals	64	100.0	13.1	55.7	23.0	8.2	31.1	15.5
Full-pay meals	65	100.0	11.5	42.6	24.6	21.3	45.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	43	N/A	27.9	27.9	41.9	2.3	44.2
	Grade 4	33	N/A	6.1	45.5	45.5	3.0	48.5
	Grade 5	36	N/A	13.9	44.4	41.7	N/A	41.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	46	100.0	20.0	44.4	33.3	2.2	35.6
	Grade 4	41	100.0	12.5	40.0	40.0	7.5	47.5
	Grade 5	42	100.0	21.1	63.2	15.8	N/A	15.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	43	N/A	25.6	39.5	20.9	14.0	34.9
	Grade 4	33	N/A	3.0	48.5	30.3	18.2	48.5
	Grade 5	36	N/A	13.9	41.7	25.0	19.4	44.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	46	100.0	15.6	46.7	20.0	17.8	37.8
	Grade 4	41	100.0	17.5	35.0	25.0	22.5	47.5
	Grade 5	42	100.0	5.3	65.8	26.3	2.6	28.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 257)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	5.7%	Up from 4.9%	2.8%	2.4%
Attendance rate	96.6%	Up from 96.4%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	28.8%	Down from 30.6%	19.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.9%	Up from 7.1%	8.1%	8.0%
Older than usual for grade	1.2%	Down from 2.7%	0.8%	1.1%
Suspended or expelled	0.8%	Up from 0.4%	0.0%	0.0%

Teachers (n= 20)				
Teachers with advanced degrees	35.0%	Down from 50.0%	51.3%	50.0%
Continuing contract teachers	70.0%	Down from 80.0%	89.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.8%	Down from 92.9%	88.3%	86.2%
Teacher attendance rate	98.9%	Up from 97.7%	95.5%	95.3%
Average teacher salary	\$37,029	Down 6.4%	\$40,516	\$39,909
Prof. development days/teacher	9.4 days	Up from 5.6 days	11.0 days	11.4 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio	19.7 to 1	Up from 18.9 to 1	19.2 to 1	18.9 to 1
Prime instructional time	94.9%	Up from 93.4%	90.0%	89.7%
Dollars spent per pupil*	\$5,723	Up 1.4%	\$5,663	\$5,892
Percent spent on teacher salaries*	61.1%	Down from 62.1%	66.4%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

ACT 135 funding was used to upgrade technology by providing one computer and one printer for each classroom for student use. A yearlong after-school tutoring program was run from the same funding source and instructional materials/software were purchased to assist students scoring in the Below Basic category in ELA or Math on PACT. An instructional coach position was added to our personnel baseline which allowed for additional classroom visits and assistance with determining the best techniques to enhance learning for each child in the school.

Staff development focused on increasing all student performance in Reading, Math, and writing. School-based training was provided by the district English Language Arts Consultant and the Instructional Coach to improve teacher instruction. Staff members participated in district and state training sessions that were aligned with the school goals and vision.

The SIC, PTA and School Leadership Teams worked to complete the first school portfolio process. Information on demographics, student achievement, and perceptions was collected and analyzed to determine the needs of the students in the school. A plan was then created based on those needs and put into action throughout the year.

Professional development training for the 2003-04 school year has been determined through the assessments and changes in grade level teaching assignments have been made to best serve the children. Several grants have been secured to supplement equipment and academic needs such as the school-wide implementation of Touch Math techniques that were piloted in the Second Grade and Resource Classrooms at Tigerville this year.

The parental support and teacher dedication found throughout our school create an educational program that focuses on the needs of the learner as an individual. As a team, the parents, students, and staff of Tigerville will continue to research school data in the areas mentioned above and look to further develop the instructional strategies that we use to advance student achievement.

Regina M. Urueta, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.